WHAT effects, if any, does television violence have on the behavior of adolescents?

A study involving depth interviews with 2,000 London boys in the 12-17 age group has been undertaken by the survey research center of the London School of Economics to determine whether there are links between exposure to TV violence and adolescent violence and levels of callousness. The research, expected to be completed in 1973, is supported by £77,000 (about $185,000)—making it one of the largest and most expensive research projects undertaken in Britain in this area.

Progressive Education Rediscovered

Many new books critical of American schools offer proposals for reform based upon the recommendations of a 1967 study known as the "Plowden Report," which was issued by a British Parliamentary Commission.

"We stress that children's learning does not fit into subject categories," declared the Plowden Report. The British study proposed a number of effective ways of integrating the curriculum through modified "project" methods, topics organized around "centers of interest," "workshop" approaches, and "open" classrooms. The report concludes that "the gloomy forebodings of the decline of knowledge which would follow progressive methods have been discredited. Our review is a report of progress and a spur to more."

After almost two decades of discipline-centered curricular reform in the United States, in which progressive education was largely discredited, several American critics are calling for reforms that are remarkably similar to those advocated by the progressivists during the 1930's and 1940's (e.g., Charles E. Silberman's Crisis in the Classroom and Herbert R. Kohl's The Open Classroom).

Bentley Glass, one of the leaders behind curricular reform in high school biology, acknowledges in his new book, The Timely and the Timeless, his debt to John Dewey. According to Glass, Dewey "was a true seer, often misinterpreted, like most seers and prophets in every age. In the reconciliation of content and process in the science curriculum that remains to be fully born he will find his justification. Our world indeed may hang upon a true appreciation of his words."

Stumped on Study Halls?

How can students most benefit from a study hall? Alfred Ose, principal at Wasilla High School in Alaska, has found that, by instituting a voluntary study hall, the usual study hall problems such as overcrowding, poor study conditions, and lack of individual attention for students are eliminated.

The voluntary study hall is the first period in the morning (8:30-9:00). Students may

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elect to go to the library instead or to any teacher for special help. Teachers are in their rooms and available to help students.

During the study hall period, the gymnasium is open for games and socializing. Extracurricular activities and class meetings are scheduled for this period.

As only students who want (or need) to attend study hall do so, there is an atmosphere conducive to studying.

**Sex and Tear Gas at Yale**

A 64-page publication, *Sex and the Yale Student*, has been prepared by a committee of students and faculty at the university. Although it is not an official publication of the university, the Yale administration has approved the distribution of the booklet to students. Such topics as venereal disease, birth control methods, and abortion are treated. Under the topic, “Finding Out If You’re Pregnant,” the booklet assures students that “Maybe it is only midterms or tear gas” that has postponed ovulation. “Or maybe,” the booklet concludes, “you are pregnant.”

**RCA and the Camden Public Schools**

The RCA quarterly review for shareholders, after reporting sharply lower sales and earnings for the second quarter, announces a new program in which “RCA’s capabilities in systems planning and evaluation, together with its experiences in education, are being harnessed under a federally funded program to help upgrade the public school system of the city” (Camden, New Jersey). The report notes that “public education still remains largely a handicraft operation in a technical society—often irrelevant to its own objectives.” and goes on to state that “This is the first time that the know-how of private industry has been utilized for this purpose.”

According to RCA, the earliest stages of the program “will stress both preservice and in-service training for all school employees” and that “one result that may make a drastic change in classroom programming involves an increased use of teachers’ aides and paraprofessionals. This would mean that the traditional practice of having one teacher instructing a class might give way to larger classes with perhaps two teachers assisted by several teachers’ aides and paraprofessionals handling individualized instruction.” The RCA report quotes Don Davies, Associate Commissioner of the U.S. Office of Education, as stating, “It is hoped that the Camden project will provide a model for the nation’s school systems.”

The program is supported by an initial grant of $550,000 from the U.S. Office of Education, with an additional $255,000 from other federal and state agencies.

**Voucher Plan Attacked**

John Lumley, Legislative Director of the NEA, and Carl J. Megel, Legislative Director of the AFT, were named co-chairmen by a new education coalition in Washington to campaign against the Nixon administration’s educational voucher plan.

The voucher plan, developed at Harvard’s Graduate School of Education through OEO funds, enables parents to pay tuition for the education of their children in any school, public or private. The school, in turn, exchanges the voucher for cash from a local government agency.

According to a recent AFT Newsletter, “The voucher system if fully enacted would turn the clock back to 1833, the year before the establishment of the public school system in the USA. It would mean an end to the public school system as we know it and would turn education over to private enterprise.”

**Directory**

A directory of facilities for children with learning disabilities has been published by Academic Therapy Publications. The *Directory of Facilities for the Learning Disabled* is an up-to-date list of schools, clinics, and camps throughout North America. It may be ordered by writing to Academic Therapy Publications, San Rafael, California 94901.

**Nature Trail**

Sixth, seventh, and eighth graders at Holbrook School in Portland, Oregon, have been working on a nature trail for studying outdoor life. They cleared the mile-long trail and planted trees donated by the Pacific Coast Nursery.

**Middle School**

Portland’s first middle school opened this fall in the former Portsmouth Elementary School building. The new program includes some nongraded
fifth- through eighth-grade classes, flexible scheduling, a problem-centered approach to learning, preservice and inservice education for teachers, and differentiated staffing.

The research department of the Portland Public Schools is preparing instruments to evaluate the program and staffing plan. The middle school staff has formed a council for advising in curriculum development and evaluation.

The “Industrial-Educational-Poverty Complex”

Congresswoman Edith Green of Oregon has charged that millions in federal dollars intended for the education of disadvantaged children in the public schools are being diverted to the profit-making enterprises of private research and other industrial corporations. She has labeled this as the “industrial-educational-poverty complex.”

It is estimated that some $10 million will be awarded to private firms for performance contracting in education during the current school year.

Core Curriculum in College

The University of Hawaii at Hilo, now being expanded into a four-year institution, has developed an experimental integrated core curriculum featuring a freshman program entitled “Contemporary Crises” which is oriented to problems and action. The “crises” are organized into such problem blocs as “Identity,” “Thinking,” “Population,” “Cybernetic Revolution,” “Ecological Disaster,” “Cross-Cultural Understanding,” and “War.” The program occupies the full time of the freshmen. The symposium technique, independent study, and the project method are used.

Traditional requirements for specific courses in English composition and literature, history, math, foreign language, and physical education have been dropped. However, remedial courses are available for students with deficiencies in English who are required to demonstrate by the end of the year to a faculty panel that they have gained a sufficient command of college-level English to progress satisfactorily in their chosen fields.

Block-Time Core

Ninth-grade students in Cahokia (Illinois) High School spend two hours each day in a block-time-homeroom core program. The program, which encompasses English and the social studies, includes learning units on local government and community problems, personal-social adjustment, and career exploration.

A specially devised sequence of sophomore general studies (10th grade) includes 9 weeks of consumer education, 9 weeks of health education, and 18 weeks of driver education.

Appraisal of Compensatory Programs

An appraisal of evaluation research connected with programs in compensatory education concludes that the existing work “fails to meet even minimum standards for program design, data collection, and data analysis.” The report, Strategies for Success in Compensatory Education, was prepared by Edward L. and Mary S. McDill of Johns Hopkins University, and J. Timothy Sprehe of Florida State University.

After criticizing the research on cognitive learning, the authors make this statement concerning noncognitive claims: “Unable to measure socioemotional change adequately, we are left with the propagandistic utterances of each project director as the basis for our policy decisions.”

Concerning the comprehensive educational programs of OEO, the report finds that this agency “has been unable to mount a continuing, systematic, nationwide program of evaluation of Head Start,” and that researchers have been given “no opportunity to conduct a longitudinal assessment which could provide more definitive answers to critical questions about the program's effectiveness.” Turning to Upward Bound, the authors note that most of the “studies” do not present evaluation data and that “much of their information is in the form of rhetoric.”

In observing that some management consultant groups, whether competent or not, have sprung up in the private sector to contract with public agencies to evaluate the effects of compensatory programs, the report recommends the establishment of a permanent interdisciplinary evaluation committee of behavioral scientists specifically charged with the task of determining the success of programs and to direct ongoing research.

“The notion that innovation in education is self-justifying is becoming accepted in the United States, and the vari-
ous poverty programs spawned in the last ten years or so have become an integral part of federal, state, and local governmental agencies. To eliminate them might not be politically feasible; they have gained a foothold in the bureaucracies,” notes the report.

Copies of the 83-page document are available from The Johns Hopkins Press at $1.95 (paper).

Extended Day

Four elementary schools in Atlanta's Model Cities area have an extended day program which operates from 7 a.m. to 6 p.m. In addition to the regular teaching staff, each school has an enrichment staff to provide the children with additional opportunities in art, music, gymnastics, woodshop, and drama. Other activities are added when needed. For example, when one school had enough students interested in learning to play the guitar, a guitar teacher was employed.

The extended day also provides a service to working parents who may leave their children early in the morning and get them when returning from work. D. H. Stanton, E. P. Johnson, Pryor Street, and W. H. Crogman are the schools in the extended day program.

Cooperative Programs

A plan to update the entire elementary program of the Atlanta Public Schools has been developed jointly by the district's professional staff and consultants from the University of Georgia. The focus of the Comprehensive Instructional Program (CIP) during the 1970-71 school year is on reading skills and teacher education. Last fall, pupils in grades 1-3 were tested to diagnose their reading problems. Through workshops and intensive help in the classroom, teachers are being given new ideas and methods for teaching reading. Pupils will be tested at the end of the school year to ascertain results. Substitute teachers are provided so that teachers can attend workshops and planning sessions.

The School District of Philadelphia and Temple University are cooperatively providing teachers at the Carver and Reynolds Elementary Schools with in-service education to improve the effectiveness of their reading instruction. Emphasis of the Project for Improving Reading-Language Teaching (PIRLT) is on the improvement of language skills as they affect reading ability. The training program for the 40 teachers who are participating in the program includes a two-week summer institute (held during the summer of 1970) and an academic year institute for the current school year. Participants are enrolled in Temple University graduate courses which are being given on Wednesday afternoons at the two schools. As in the Atlanta project above, teachers are freed for in-service study by the use of substitute teachers in their classrooms.

Research points out that a child will be most likely to achieve in reading if he has the support and interest of his parents. One of the objectives of PIRLT is to train parents in the area of reading-language so that they will be able to give their help and support.

A key objective of this project is to develop a model reading-language program for inner city schools.

Education for Exceptional Children

A new Indiana law provides for mandatory public school education of all exceptional children ages 6 to 18. Plans for educating exceptional children must be submitted to the State Department of Public Instruction by July 1, 1971, and must be in operation by July 1, 1973.

It is estimated that there are approximately 120,000 exceptional children in the state. At the present time, only about 43,000 of them are enrolled in special programs.

From Report Card to Progress Report

What methods are used to report pupil progress to parents?

A nationwide sample survey conducted by the NEA's Research Division reveals that 83 percent of secondary teachers and 71 percent of elementary teachers are using a report card with a classified scale of letters. However, some 60 percent of the elementary teachers indicated that the report card is supplemented by scheduled conferences with parents, while only 20 percent of the secondary teachers engage in scheduled parent conferences. Almost 25 percent of the elementary teachers indicated that the report card is supplemented by scheduled conferences with parents, while only 20 percent of the secondary teachers engage in scheduled parent conferences. Almost 25 percent of the elementary teachers reported that they provide parents with a written description of the pupil's performance, as compared with 10 percent of the secondary teachers. Report cards with pass or fail designations

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are used by 8 percent of the elementary teachers and 2.6 percent of secondary teachers.

The study noted that the term report card is gradually being supplanted by progress report, and that schools are revising these instruments to provide parents with more detailed information in terms of the development of pupil skills. Nevertheless, many pupil progress reports place their emphasis almost entirely on the subjects in the curriculum rather than on the learner, while many teachers and administrators reveal a greater concern about how to report than what to report.

Copies of the study can be obtained for $1.25 from the Publication Sales Section of the NEA.

Publications on Student Unrest

A rash of publications is appearing on the problem of student unrest. The National School Public Relations Association has recently released High School Student Unrest which contains actual case histories and guidelines. Copies are available at $4 from the Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036.

The Institute for Development of Educational Activities (I/D/E/A), an affiliate of the Kettering Foundation, offers four publications on student unrest: Dissent and Disruption in the Schools; Student Activism and the Relevancy of Schooling; High School Students and Drugs; and College Presidents' Views on Anarchy, Democracy, and Student Power. A recent issue of the I/D/E/A Reporter was devoted to student disruption in the nation's high schools. For further information, write to: I/D/E/A, Information and Services Division, P.O. Box 446, Melbourne, Florida 32901.

Angry Children

Anger in Children, by George Sheviakov, a report on the causes and characteristics of children whose anger creates classroom problems, is available through NEA Publications Sales Division, 1201 Sixteenth Street, N.W., Washington, D.C. 20036. Price: 75c each.

Litigation Concerning Public Aid to Sectarian Schools

The eleventh issue of a docket listing and describing lawsuits pending in various parts of the country concerning church-state separation and religious freedom has been released by the Commission on Law and Social Action of the American Jewish Congress.

The latest docket covers 73 cases, of which 27 concern the issue of public aid to sectarian schools and colleges. Seven of these cases challenge provisions of ESEA, one challenges applications of the Higher Education Facilities Act, and 19 protest programs of assistance under state statutes.

Copies of the docket may be obtained from the American Jewish Congress, 15 East 84th Street, New York, New York 10028.

Merger

Oklahoma City's two professional organizations, the Oklahoma City Classroom Teachers Association and the Oklahoma City Educational Association, have joined forces. The new organization established by the merger is the Teachers Association of Oklahoma City (TAOC).

The merger followed an evaluation report by an NEA team which indicated that one of the obstacles to effectiveness in Oklahoma City professional activities was the existence of dual associations with overlapping membership.

Recruitment of Black Teachers

The Madison, Wisconsin, school system has been giving special attention to the recruitment of a greater number of black teachers. As a result of these efforts, 32 black teachers are members of the system's educational staff—an increase of more than 50 percent over the 1969-70 school year.

Desegregation

The Texas Human Relations Committee, appointed by Governor Preston Smith, has approved a recommendation for legislation giving the state power to cut off state funds to school districts which have not fully integrated.

The U.S. Justice Department has requested Arkansas, Florida, Mississippi, North Carolina, South Carolina, and Texas to assist in desegregating school districts that have failed to adopt federally acceptable integration plans.

Health Education, Grades K-12, Mandated in N.Y.

New York State has allocated almost $1.3 million to prepare teachers, parents, students, community agency workers, and school parapro-
professionals for an attack on drug abuse among school-age youth. Since last September, the state has required health education in the schools for all youngsters from kindergarten through senior high, with top stress on the dangers of drugs. Special workshops and courses for teachers have been instituted in drug education during the past summer and fall. The program also provides for preparing college student volunteers to work with peers on the problem.

One-semester courses are required in health education at each grade level in the junior and senior high schools to be taught by licensed health teachers, while regular classroom teachers from kindergarten through grade 6 are using specially prepared materials.

The state guidelines in health also provide for the treatment of topics on sex education. In grades 7, 8, and 9 the topics of boy-girl relationships and physical and emotional maturity are discussed, with venereal disease included under "physical education." At the senior high level, the guides include human relationships, teen-age marriage, human sexuality, and human reproduction. In grades 4-6, the guides deal with understanding physical changes in boys and girls and family relationships.

For further information concerning the program and guides on health education, contact Dr. John S. Sinacore, Bureau of School Health Education, State Education Department, Albany, New York 12224.

Memorial Funds Established for Harold Benjamin and Earl Kelley

A Distinguished Service Professorship is being established at the University of Maryland in memory of Harold R. W. Benjamin, and a memorial fund has been created at Wayne State University in the name of Earl C. Kelley. Both men died last year in retirement.

Kelley, who retired in 1967 as Distinguished Professor of Secondary Education at Wayne State University, authored several works on youth education including Education for What Is Real (1947), The Workshop Way of Learning (1951), Education and the Nature of Man (1952) co-authored with Marie Rasey, and In Defense of Youth (1962). After teaching in high school, he served as Dean of the Milwaukee Vocational School from 1929 to 1938. He later helped establish the Youth Bureau of the Detroit Police Department and the Detroit Commission for Children and Youth. Harold Benjamin held deanships at the University of Minnesota and University of Maryland, and professorships at Stanford University, University of Colorado, George Peabody College, Glassboro State College, and University of North Dakota. He was Director of International Educational Relations at the U.S. Office of Education from 1945 to 1946. His writings include The Saber-Tooth Curriculum (1939).
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